

# Cypress-Fairbanks Independent School District

## Postma Elementary School

2023-2024



# Mission Statement

The staff and community of Postma Elementary will maximize every student's potential through rigorous and relevant learning experiences, preparing students to be 21st Century global leaders.

## Vision

**Nourishing our Roots**

to always remain

**Green and Growing!**



# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

### 3rd Grade Math:

- 89% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 59% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" in all subpopulations.
- 30% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for all subpopulations.

### 3rd Grade Reading:

- 91% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 67% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" and in the following subpopulations: All, AA, White, Econ. Dis., Emergent Bilingual, At-Risk, and SPED.
- 31% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hispanic, AA, White, Emergent Bilingual, At-Risk, and SPED.

### 4th Grade Math:

- 84% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 62% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" in all subpopulations.
- 28% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for all subpopulations.

### 4th Grade Reading:

- 88% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 59% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" in the following subpopulations: All, Hispanic, AA, Econ. Dis., Emergent Bilingual, At-Risk, and SPED.
- 31% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hispanic, AA, Econ.Dis., Emergent Bilingual, At-Risk, and SPED.

### 5th Grade Math:

- 89% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 62% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" for the following subpopulations: All, Hisp, AA, Econ. Dis., Emergent Bilingual, At-Risk, and SPED.
- 27% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hisp, AA, Econ.Dis., Emergent Bilingual, At-Risk, and SPED.

### 5th Grade Reading:

- 91% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 71% of students achieved "Meets Standard" on the STAAR Test and exceeded District standards for "Meets Standard" for all subpopulations.

- 44% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for the following subpopulations: All, Hisp, AA, White, Econ.Dis., Emergent Bilingual, and At-Risk.

5th Grade Science:

- 79% of students passed the STAAR Test and exceeded District passing rates in all subpopulations.
- 52% of students achieved "Meets Standard" on the STAAR Test and met or exceeded District standards for "Meets Standard" for all subpopulations.
- 24% of students achieved "Masters" on the Math STAAR Test and exceeded District rates for all subpopulations.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Math: 4th Grade Math - The African American subpopulation is below District and Cluster averages for all performance levels (approaches, meets, and masters) **Root Cause:** Math: 4th Grade Math - Planning small group instruction to deepen the understanding the math concepts based on math achievement gaps.

**Problem Statement 2:** Science: **Root Cause:** Science:

**Problem Statement 3:** Reading: 3rd Grade ELAR - The Hispanic subpopulation performed below Cluster averages for the approaches and meets performance levels. **Root Cause:** Reading: Pre-plan to determine what content needs to be prioritized during first instruction to be discussed at team planning, utilizing mClass Data.

**Problem Statement 4:** Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVIC-19 in the spring of 2020 and the implications of modified instruction methods necessitated by the need for immediate remote learning.

# School Culture and Climate

## School Culture and Climate Summary

### School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

- PBIS Procedures
- Common language in common areas across the campus
- Campus expectations for achievement, students, and staff
- 100% of classroom teachers participate in Puma Cash/PBIS Initiative
- Students earn "Brag Tags" for completing PRIDE Grids for the 8 Keys of Excellence
- Weekly PBIS Lesson and Well-Managed Schools Social Skills implementation
- Increasing buy-in to student goal setting and growth mindset
- Teacher Puma Cash, campus pot lucks, snacks, meals and other teacher incentives are used to acknowledge staff and uplift campus morale
- PBIS events, student raffles, PBIS parties, Party with the Principal, and dress up days encourage students to buy-in to the campus culture
- Active Support from the Postma PTO
- Increase in parent participation in volunteer opportunities
- Active presence on social media, newsletters, and Postma web page
- Continued Quantum Learning training to enhance classroom culture and climate
- Two Postma staff members have become District Quantum Learning facilitators
- Virtual and on campus events for parents, including Painting with the Principal, Daughter Date Night, Games with Your Guy, Veterans Day program, holiday program, field days, etc.
- Implementation of Game On campus wide
- Maintaining campus traditions
- 

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Attendance in the 2022-2023 school year dropped by -0.52% to an overall attendance rate of 94.78% **Root Cause:** The Postma staff and administration needs to communicate consistently the need for regular attendance, and the connection between student attendance and achievement

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

The 2022-2023 Postma Employee Perception Survey had 63 staff members participate in the survey. The following strengths were reported as agree or strongly agree:

- Opportunities to think for myself: 92%
- Opportunities for professional growth are available: 95%
- The work I am asked to do directly relates to my job responsibilities: 94%
- Information is available to help me do my job effectively: 94%
- Opportunities are available to provide input: 91%
- Procedures have been implemented to keep me safe at work: 100%
- Quality work is expected of me: 99%
- Collaboration is encouraged and practiced: 92%
- There are opportunities for me to discuss my concerns with campus administrators: 90%
- Various forms of feedback are given to me to help me improve my performance: 93%
- Information related to my job is accessible: 95%
- Staff appreciation is built into school culture: 91%
- I am clear about my job responsibilities: 93%
- Quality work is expected of students: 97%
- Decisions are data driven: 96%

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: There were 1,841 staff absences in 2022-2023 at Postma **Root Cause:** Teacher/Paraprofessional Attendance:

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

















# Goals

**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 1: Curriculum and Instruction & Accountability:** By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR RLA, Math, and Science







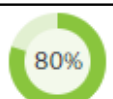


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Elizabeth Martin writing training in 1st grade -5th grade and Shonda Guthrie phonics training in grades Kindergarten-5th grades to vertically align ELAR strategies and support teachers in developing phonics instruction expertise.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students in Kindergarten - 2nd grade will meet or exceed mClass and/or MAP projections, and students in 2nd grade - 5th grade will meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Teachers will implement number talks a minimum of two times per week implementing training from Math Link in Kindergarten - 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students in Kindergarten - 2nd grade will meet or exceed mClass and/or MAP projections, and students in 2nd grade - 5th grade will meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Implement Lead4ward strategies and develop science vocabulary utilizing interactive word walls and science experiments across 2nd grade - 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students in 2nd grade - 5th grade will meet or exceed mClass and/or MAP projections, and students in 3rd grade - 5th grade will meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Data obtained from monthly checkpoints will be analyzed and small groups will be implemented on a monthly rotation schedule based on that checkpoint data.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 2: ESSER III:** Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Teachers will tutor students in their grade level content one time per week before or after school.  <b>Strategy's Expected Result/Impact:</b> 80% of students that attend before/after school tutorials will pass their EOY benchmark and/or pass the STAAR Test  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to provide reading and math tutoring during the school day for students in grades 1st, 2nd, 3rd, 4th, and 5th grades.  <b>Strategy's Expected Result/Impact:</b> 80% of students will pass the EOY benchmark and/or STAAR Test  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, and Testing Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: Teachers in Kinder-5th grade will participate in Elizabeth Martin, Shonda Guthrie, and MathLink Training to support writing, phonics instruction, and how to implement number talks in the classroom.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data table.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: Special education teachers will be trained on modifying lessons for special education students.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed STAAR targets on the attached data table.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers in grades Kindergarten through 5th grades will utilize Progress Learning software to supplement instruction to close educational gaps due to COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed CIP targets on attached data table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Testing Coordinator</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk by hiring temporary workers to pull small groups during Closing the Gap time or push into classrooms during small group rotations to support students identified as at-risk or in a critical subpopulation identified in the Needs Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed CIP targets on the attached data table or meet expected growth on end of year results for mClass or MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 1: Student Safety:** By the end of the current school year, 100% of the district's safety policies will be implemented.









**Evaluation Data Sources:** Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> The campus will use PBIS lessons to explicitly teach student behavior expectations, Well-Managed Schools social skills, safety strategies and will help students to remain calm during drills by implementing the concept, "We're not scared. We're prepared!" and "If you see something, say something." In addition, the counseling team will conduct classroom guidance lessons to focus on supporting the social and emotional health of students. Each class will have weekly class meetings to review and discuss PBIS lessons, BOTB lessons, participate in restorative circles, and/or review critical social skills identified for Well-Managed Schools.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Postma students will understand behavior expectations, learn skills to build relationships with each other, and how to safely proceed during safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, and Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 2: Student Attendance:** By the end of the current school year, student attendance will be at 95% or higher









**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Campus Registrar	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Campus Registrar	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 3: Restorative Discipline:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. All teachers and administrative staff will be trained in Restorative Circles and attend Well-Managed Schools training, to be implemented campus wide. Semester refresher trainings by campus counselors, Well-Managed Schools District assigned coaches, and/or Assistant Principals to develop skills to support students in developing a deeper understanding of social skills, social/emotional relationships, and/or tolerance of cultural differences.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent Incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Promote social/emotional health of our students by training staff and implementing restorative circles, Well-Managed Schools social skills, and/or PBIS class meetings with all classes on a weekly basis. Teachers will meet monthly with assistant principals and their "Game On" teams to review the purpose of Restorative Discipline and review/discuss effective classroom management strategies with teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselors, Behavior Interventionist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 3:** Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Each 9-weeks staff with perfect attendance will be recognized with a coupon booklet for perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teacher/Paraprofessional Attendance: Campus will support the social/emotional health of campus staff by implementing monthly celebrations for staff, such as PTO grants for teacher supplies, PTO recognition gifts/lunches/treats, weekly notes from administrative staff, Teacher Puma Cash, Admin provided lunches/treats/celebrations, Teacher of the Year campus luncheon and recognition ceremony, campus/district allowable incentives, and seeking consistent feedback from staff to address their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2% for non-COVID related absences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers and paraprofessionals will receive job targeted professional development based on identified needs.

**Evaluation Data Sources:** Classroom implementation of professional learning

1. Campus Walk-throughs by Instructional Specialists, APs, and Principal
2. Lesson Plan Review
3. Elizabeth Martin Training: Grade level writing collaboration for student writing DPMs and benchmarks for 1st-5th grades.
4. Provide District facilitated Quantum Learning training during Professional Development Week on campus, advertise District Quantum Learning training for teachers and paraprofessionals
5. Offer optional Sanford Harmony Training for staff that has not had the training in previous years.
6. Optional Restorative Circles and Class Meetings training for staff
7. Math teachers: Math Link Training for math teachers in Kindergarten - 5th grade to support Number Sense Development and deepen the understanding of the Math TEKS documented in walk-throughs and lesson plans.
8. Phonics Instruction: Phonics training by Shonda Guthrie in grades Kindergarten-5th grades. Including classroom visits, modeling of foundation skills lessons, and how to implement Haggerty Phonics Instruction during planning with all RLA teachers.
9. Instructional Specialists will train teachers on teaching students to complete individual goal setting sheets and setting class goals in order to increase in participation in classroom and individual goal setting in grades 2-5.
10. Lead4ward training for Instructional Specialist Team: Help teachers implement Lead4ward strategies in the classroom to support student understanding and retention of content.
11. Training for Fine Arts and PE through District trainings and conference attendance.
12. Paraprofessional staff: Training on accommodations, goals, and support strategies for special education students from district and campus special education support staff.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High Quality Professional Development: Well-Managed Schools training through CFISD for two day Campus Time Equivalency training and on-campus Quantum Learning training.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in DMC placements by 1%</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 4: Family and Community Engagement:** Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

**Performance Objective 1:** By the end of the current school year, parent and family engagement will increase by 2%.

**Evaluation Data Sources:** 1. Parent Survey







2. Activity sign-in sheets/records

3. Increased likes to social media accounts

4. Increase volunteer support on campus documented through PTO and Puma Pack Dads

5. Participation in Campus Wide Events such as Painting with the Principal, Daughter 6. Date Night, Games with Guys, Postma Holiday Programs, Veterans Day, and Western Day.

7. Active parent attendance for parent meetings such as PTO VIPs programs, campus library trainings, Puma Pack Dads, etc.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Postma will involve parents and the Postma Community by holding family events such as Daughter Date Night, Games with Guys, Veteran's Day Program, Field Day, Curriculum Nights, Western Day, Holiday Programs, and inviting them to volunteer for a wide variety of events, including grade level field trips, library support, Spirit Shop Support, and Classroom Library logging support. We will consistently maintain a social media presence and a bi-monthly newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative staff and teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Terry Bell	Principal
Teacher #1	Allyson Kamp	Teacher #1
Teacher #2	Dina Cantrell	Teacher #2
Teacher #3	Elisa Rodriguez	Teacher #3
Teacher #4	Jennifer Templeton	Teacher #4
Teacher #5	Teri Lynn	Teacher #5
Teacher #6	Kara Parker	Teacher #6
Teacher #7	Kenkiesha Bugg	Teacher #7
Teacher #8	Kimberly Strong	Teacher #8
Other School Leader (Nonteaching Professional) #1	Michele Krinsky	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Tondra Scott	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Carla Reid	Administrator (LEA) #1
Parent #1	Jennifer Matuska	Parent #1
Parent #2	Jennifer #2	Parent #2
Community Member #1	Jodi Smith	Community Member #1
Community Member #2	Dalilia Perez	Community Member #2
Business Representative #1	Marvin Morris	Business Representative #1
Business Representative #2	Alexander Soler	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Monique Vien	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Jennifer Park	Other School Leader (Nonteaching Professional) #4

# Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%		
					#											#	
Reading	3	Postma	ES 2	All	175	160	91%	92%	1%	117	67%	68%	1%	55	31%	32%	1%
Reading	3	Postma	ES 2	Hispanic	45	36	80%	82%	2%	21	47%	49%	2%	9	20%	22%	2%
Reading	3	Postma	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Postma	ES 2	Asian	29	29	100%	100%	0%	24	83%	84%	1%	10	34%	35%	1%
Reading	3	Postma	ES 2	African Am.	51	47	92%	93%	1%	33	65%	66%	1%	16	31%	32%	1%
Reading	3	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Postma	ES 2	White	42	41	98%	99%	1%	32	77%	78%	1%	18	43%	44%	1%
Reading	3	Postma	ES 2	Two or More	8	7	88%	89%	1%	7	88%	89%	1%	*	*	*	*
Reading	3	Postma	ES 2	Eco. Dis.	69	59	86%	87%	1%	33	48%	50%	2%	10	14%	16%	2%
Reading	3	Postma	ES 2	LEP Current	28	23	82%	84%	2%	14	50%	52%	2%	*	*	*	*
Reading	3	Postma	ES 2	At-Risk	72	60	83%	85%	2%	39	54%	56%	2%	13	18%	20%	2%
Reading	3	Postma	ES 2	SPED	13	8	62%	63%	1%	6	46%	47%	1%	*	*	*	*
Reading	4	Postma	ES 2	All	165	146	88%	90%	2%	97	59%	60%	1%	51	31%	32%	1%
Reading	4	Postma	ES 2	Hispanic	45	37	82%	84%	2%	26	58%	60%	2%	10	22%	24%	2%
Reading	4	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Postma	ES 2	Asian	40	39	98%	99%	1%	31	78%	79%	1%	19	48%	49%	1%
Reading	4	Postma	ES 2	African Am.	52	43	83%	85%	2%	25	48%	49%	1%	12	23%	25%	2%
Reading	4	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Postma	ES 2	White	22	22	100%	100%	0%	13	59%	60%	1%	8	36%	38%	2%
Reading	4	Postma	ES 2	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Postma	ES 2	Eco. Dis.	73	64	88%	89%	1%	44	60%	61%	1%	17	23%	25%	2%
Reading	4	Postma	ES 2	LEP Current	38	31	82%	83%	1%	20	53%	54%	1%	10	26%	28%	2%
Reading	4	Postma	ES 2	At-Risk	76	61	80%	81%	1%	37	49%	50%	1%	16	21%	22%	1%
Reading	4	Postma	ES 2	SPED	15	8	53%	54%	1%	5	33%	34%	1%	*	*	*	*
Reading	5	Postma	ES 2	All	195	177	91%	92%	1%	138	71%	72%	1%	85	44%	45%	1%
Reading	5	Postma	ES 2	Hispanic	52	45	87%	88%	1%	35	67%	68%	1%	20	38%	39%	1%
Reading	5	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Postma	ES 2	Asian	35	31	89%	90%	1%	27	77%	78%	1%	15	43%	44%	1%
Reading	5	Postma	ES 2	African Am.	66	60	91%	92%	1%	44	67%	68%	1%	29	44%	45%	1%
Reading	5	Postma	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Postma	ES 2	White	32	31	97%	98%	1%	24	75%	76%	1%	19	59%	60%	1%
Reading	5	Postma	ES 2	Two or More	8	8	100%	100%	0%	6	75%	76%	1%	*	*	*	*
Reading	5	Postma	ES 2	Eco. Dis.	86	74	86%	87%	1%	56	65%	66%	1%	31	36%	37%	1%
Reading	5	Postma	ES 2	LEP Current	36	28	78%	80%	2%	22	61%	62%	1%	10	28%	30%	2%
Reading	5	Postma	ES 2	At-Risk	86	69	80%	81%	1%	42	49%	50%	1%	21	24%	25%	1%
Reading	5	Postma	ES 2	SPED	19	14	74%	75%	1%	8	42%	43%	1%	*	*	*	*
Math	3	Postma	ES 2	All	175	156	89%	90%	1%	104	59%	60%	1%	52	30%	31%	1%
Math	3	Postma	ES 2	Hispanic	45	35	78%	80%	2%	18	40%	42%	2%	6	13%	15%	2%
Math	3	Postma	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Postma	ES 2	Asian	29	29	100%	100%	0%	23	79%	80%	1%	15	52%	53%	1%
Math	3	Postma	ES 2	African Am.	51	44	86%	88%	2%	25	49%	50%	1%	12	24%	25%	1%

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Math	3	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Postma	ES 2	White	42	40	95%	96%	1%	32	76%	77%	1%	15	36%	37%	1%
Math	3	Postma	ES 2	Two or More	8	8	100%	100%	0%	6	75%	76%	1%	*	*	*	*
Math	3	Postma	ES 2	Eco. Dis.	70	58	83%	85%	2%	29	41%	43%	2%	10	14%	16%	2%
Math	3	Postma	ES 2	LEP Current	28	26	93%	94%	1%	15	54%	55%	1%	6	21%	22%	1%
Math	3	Postma	ES 2	At-Risk	72	64	89%	90%	1%	38	53%	54%	1%	16	22%	23%	1%
Math	3	Postma	ES 2	SPED	13	9	69%	70%	1%	5	38%	39%	1%	*	*	*	*
Math	4	Postma	ES 2	All	164	138	84%	86%	2%	101	62%	63%	1%	46	28%	30%	2%
Math	4	Postma	ES 2	Hispanic	45	36	80%	82%	2%	24	53%	55%	2%	9	20%	22%	2%
Math	4	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Postma	ES 2	Asian	40	38	95%	96%	1%	32	80%	81%	1%	21	53%	54%	1%
Math	4	Postma	ES 2	African Am.	51	38	75%	77%	2%	26	51%	52%	1%	7	14%	16%	2%
Math	4	Postma	ES 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Postma	ES 2	White	22	21	95%	96%	1%	17	77%	78%	1%	8	36%	37%	1%
Math	4	Postma	ES 2	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Postma	ES 2	Eco. Dis.	72	60	83%	84%	1%	42	58%	60%	2%	17	24%	25%	1%
Math	4	Postma	ES 2	LEP Current	38	31	82%	84%	2%	21	55%	56%	1%	11	29%	30%	1%
Math	4	Postma	ES 2	At-Risk	76	57	75%	77%	2%	38	50%	52%	2%	17	22%	23%	1%
Math	4	Postma	ES 2	SPED	15	8	53%	55%	2%	5	33%	34%	1%	*	*	*	*
Math	5	Postma	ES 2	All	195	173	89%	90%	1%	121	62%	63%	1%	52	27%	28%	1%
Math	5	Postma	ES 2	Hispanic	52	44	85%	86%	1%	30	58%	59%	1%	14	27%	28%	1%
Math	5	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Postma	ES 2	Asian	35	32	91%	92%	1%	27	77%	78%	1%	12	34%	35%	1%
Math	5	Postma	ES 2	African Am.	66	57	86%	87%	1%	36	55%	56%	1%	13	20%	21%	1%
Math	5	Postma	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Postma	ES 2	White	32	32	100%	100%	0%	21	66%	67%	1%	10	31%	32%	1%
Math	5	Postma	ES 2	Two or More	8	7	88%	89%	1%	6	75%	76%	1%	*	*	*	*
Math	5	Postma	ES 2	Eco. Dis.	86	72	84%	85%	1%	49	57%	58%	1%	17	20%	22%	2%
Math	5	Postma	ES 2	LEP Current	36	31	86%	87%	1%	22	61%	62%	1%	5	14%	16%	2%
Math	5	Postma	ES 2	At-Risk	86	67	78%	79%	1%	40	47%	48%	1%	17	20%	22%	2%
Math	5	Postma	ES 2	SPED	19	14	74%	75%	1%	8	42%	43%	1%	*	*	*	*
Science	5	Postma	ES 2	All	195	155	79%	81%	2%	102	52%	54%	2%	47	24%	26%	2%
Science	5	Postma	ES 2	Hispanic	52	38	73%	75%	2%	25	48%	50%	2%	12	23%	25%	2%
Science	5	Postma	ES 2	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Postma	ES 2	Asian	35	30	86%	88%	2%	21	60%	62%	2%	10	29%	31%	2%
Science	5	Postma	ES 2	African Am.	66	51	77%	79%	2%	31	47%	49%	2%	9	14%	16%	2%
Science	5	Postma	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Postma	ES 2	White	32	28	88%	90%	2%	19	59%	60%	1%	12	38%	39%	1%
Science	5	Postma	ES 2	Two or More	8	6	75%	77%	2%	5	63%	65%	2%	*	*	*	*
Science	5	Postma	ES 2	Eco. Dis.	86	63	73%	75%	2%	41	48%	50%	2%	20	23%	25%	2%
Science	5	Postma	ES 2	LEP Current	36	26	72%	74%	2%	16	44%	46%	2%	7	19%	21%	2%

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Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%		
					#											#	
Science	5	Postma	ES 2	At-Risk	86	52	60%	62%	2%	33	38%	40%	2%	17	20%	22%	2%
Science	5	Postma	ES 2	SPED	19	11	58%	60%	2%	6	32%	34%	2%	*	*	*	*